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ABSTRACT

The purpose of this program was two-fold: to develop a model of adult basic education in corrections and to provide specialized training to selected individuals in adult basic education in corrections. Model development was accomplished through three activities: (1) needs assessment, (2) goals definition, and (3) model synthesis. Assessment of needs for adult basic education in corrections was accomplished by survey of institutions to determine discrepancies between existing programs and ideal programs. Goals of adult basic education in corrections were defined in a National Work Conference. A Model of Adult Basic Education in Corrections was synthesized from two independently developed models. Training of selected leaders in corrections in adult basic education was accomplished in two 24-day seminars. The training program aims called for development of knowledge and skills and fostering of positive attitudes relating to adult education in corrections. Results of pre- and post-tests against program objectives indicate that the aims were achieved at criterion levels. (Author)

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FINAL REPORT

EXPERIMENTAL TRAINING PROGRAM IN ADULT BASIC EDUCATION IN CORRECTIONAL INSTITUTIONS

Office of Education Grant No. OEG 0-9-211006-4248 (323)

Adult Education Act of 1966, Section 309

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Education Research and Development Center
University of Hawaii

June, 1970

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T. A. Ryan, Director

The project reported herein was supported by grant from the U. S. Department of Health, Education, and Welfare, Office of Education.

Education Research & Development Center
David G. Ryans, Director
College of Education
University of Hawaii
Honolulu, Hawaii

June, 1970

ABSTRACT

Purpose

The purpose of this program was two-fold: (1) to develop a model of adult basic education in corrections; and to provide specialized training to selected individuals in adult basic education in corrections.

Procedures

Model development was accomplished through three activities: (1) needs assessment; (2) goals definition; (3) model synthesis. Assessment of needs for adult basic education in corrections was accomplished by survey of institutions to determine discrepancies between existing programs and ideal programs. Goals of adult basic education in corrections were defined in a National Work Conference. A Model of Adult Basic Education in Corrections was synthesized from two independently developed models.

Training of selected leaders in corrections in adult basic education was accomplished in two 24-day seminars.

Results

The training program aims called for development of knowledge and skills and fostering of positive attitudes relating to adult education in corrections. Results of pre- post-tests against program objectives indicate that the aims were achieved at criterion levels.

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I. Introduction

A. Problem

This is a report of an experimental training program in adult basic education, conducted between May 1, 1969 and April 30, 1970 for the purposes of developing a conceptual model of adult basic education in corrections, and providing specialized training to thirty-seven leaders in corrections. The program was planned to implement a basic assumption that there was need for improvement and innovation in adult basic education in the nation's correctional institutions. It was assumed that these ends could be attained through development of a model and training of selected leaders in use of the model.

B. Statement of Need

The problem with which the experimental training project was concerned grew out of a two-pronged need. On one hand there was a significant number of incarcerated adults being denied rights to full participation in social and employment opportunities because of lack of basic academic, vocational, and social skills. On the other hand, teachers in the prisons were not prepared to design, implement and evaluate effective adult basic education; and administrators and decision-makers in the prisons were not prepared for training teachers in new and innovative approaches to adult basic education.

(1) Need for adult basic education in prisons. A large segment of inmate population was being denied right to full personal development and/or occupational training and social participation because of basic educational deficiencies. These individuals, incarcerated at great cost to the nation because of failure to act according to prescribed standards of society, would fail again upon institutional release, if they were not prepared for social and occupational participation. If they were found lacking in basic education, they could not expect to move up a socially-approved occupational ladder. In a sense they would be forced to resort again to anti-social pursuits, bypassing productive employment and responsible citizenship. Although a major aim implementing a philosophy of correctional institutions is to prepare inmates for profitable employment and participation as productive, responsible citizens of the community, a significant number was being precluded from getting or retaining employment commensurate with potential abilities, because of inadequate educational preparation and occupational training. There was a great need in correctional institutions for intervention aimed at helping inmates overcome these basic educational deficiencies.

The offender population in state and federal correctional institutions consisted in large part of an impoverished group coming from low socio-economic levels, lacking in education and social participation experiences. A study of California correctional institutions revealed seventy-three percent of the men lacked high school diplomas, with between thirteen and fourteen percent classified as illiterates. Lohman (1968) observed that in correctional institutions in the United States between ten and thirty

percent score below fourth grade level on standardized achievement tests. In the eleven western states it was estimated that between eighty and ninety percent of inmates are socially, economically, and educationally disadvantaged. These functional illiterates were being denied access to socially effective, personally satisfying lives because of failure to read, write, and speak the English language. In large part the emphasis in prisons has been on work for the prison industries, punishment to satisfy the protestant ethic, and maintenance activities to keep the system operating. This three-fold approach to prison life leaves little opportunity for education, thus making the need for reform and innovation in adult basic education programs more and more demanding. Lohman (1968) observed that nowhere in the United States is there an educational model in the prisons; instead there are "felony" models with environments planned to be so unpleasant as to make inmates not want to return, and "sick" models with therapies and treatments to cure "the sickness." According to the U. S. Commission on Law Enforcement and Administration of Justice, the most striking fact about modern correctional apparatus is that, although rehabilitation of criminals is presumably its major purpose, the custody of criminals is actually its major task. According to the commission, which had authority over 1,300,000 offenders, too many present day prisons stress punishment instead of rehabilitation, implement training programs which in fact are nothing more than operation of prison industries, potato digging and auto license plate manufacturing. Much of the education appears to be aimed at the mentally retarded, rather than designed for those whose potential is not being tapped because of basic educational deficiencies. A Department of Labor study (1965) revealed that pre-prison work experience of inmates was in the least skilled and most unstable jobs, reflecting inadequate occupational training and concomitant lack in basic skill areas. In a study of prisons surrounding the Atlanta Federal Penitentiary, it was found that sixty-one percent of inmates needed assistance in achieving vocational rehabilitation (Brewer, 1964), with an implied need for adult basic education to get inmates up to a level for occupational training. A survey of prison population in North Dakota revealed ninety-six percent of respondents had no plan for pursuing education (Nagel, 1967), with further indication that pursuit of education was not feasible until basic educational deficiencies had been overcome.

Conclusions drawn from studies of prison populations generally point to the need for vocational guidance, skill training, and adult basic education. To achieve the goal of enriching the lives of offenders in correctional institutions, preparing for full participation in productive employment, education and training must be strengthened, there must be reform and innovation in adult basic education in corrections. These needs can be met if personnel in prison systems are prepared to use effective teaching strategies, to select and use techniques and materials appropriate to needs and characteristics of learners, to employ a systems approach to adult basic education in corrections.

(2) Need for training personnel in adult basic education. Although scattered attempts have been made to implement basic education programs for inmates, little, if any, effort has been made to acquaint teachers with

special techniques, materials and instructional strategies for adult learners in institutional settings. The need for training teachers is superseded by the need for training teacher trainers. The need exists for in-service training to supplement academic training of teachers assigned to situations involving adult illiterate offenders. Many colleges and universities have instituted courses of special training for prospective teachers of adults, and attention has been directed to special problems of teaching adult illiterates. However, teachers already actively engaged in teaching adult illiterates in the nation's prisons are not being reached through the usual university programs, which are not geared to needs of correctional institution personnel. Return to school for further study may be an ideal, but this is not a practical solution to the problem. There is need for a system of instruction in adult basic education which will reach a great number of teachers in the prisons, and which will not uproot individuals for long periods of time from their work assignments. A solution to this problem is seen in the short-term training of selected decision-makers, administrators, and teachers.

The lack of adequate training for staff has been noted as one of the most demanding problems in the field of corrections. A study conducted in 1964 and 1965 by the Center for Study of Crime, Delinquency and Corrections at Southern Illinois University pointed up the lack of formal training of training officers, and noted that a critical factor existed in finding staff who knew how to teach and what to teach. The need for teacher training in adult basic education cuts across federal and state lines. The problem has been recognized at federal level. The U. S. Bureau of Prisons has attempted to generate interest and improvement in educational programs. The Bureau is committed to cooperate in the proposed program through trainee support, staff involvement, and program continuance. Concern at state level for improving adult education in prisons is great. A survey of fifty state departments of corrections was conducted by the U. S. Bureau of Prisons in 1968. Letters on file in response to the federal survey attest to the need and exigency of improving adult basic education in the institutions (Pontesso, 1968; Waller, 1968; Alexander, 1968; Hardy, 1968; Westerberg, 1968; Jones, 1968).

(3) Need for a Model of Adult Basic Education in Corrections. It appears that teachers and teacher trainers in correctional institutions have little preparation and lack a specialized background in teaching basic education to adults. They generally are lacking in skills of curriculum design, measurement and evaluation of learning outcomes. In describing the Draper Manpower Project at Elmore, Alabama, McKee (1968) reported that "not all members of the remedial and supplementary education staffs have degrees." In 1968 most of the education staff at Lompoc Federal Correctional Institution lacked valid state teaching certificates, and instructors of Project First Chance, Columbia, South Carolina were lacked adequate backgrounds for teaching adult basic education. In the eleven western states most of the teaching and administrative personnel in state and federal penal institutions lacked preparation and orientation for developing and implementing effective adult basic education programs. There has been no attempt to introduce on

a planned, concerted basis tested strategies and materials of adult basic education for corrections (Freeman, 1966). In the past there has been little communication between correctional institution educators, researchers, university faculty, and public school administrators. Consequently, there has been little effort to instigate community-prison cooperation and introduce into the prison environment tested techniques and materials of adult basic education developed in public school, university, and research settings. Teaching and administrative personnel must be prepared to identify resources, be able to integrate resources in providing directed learning experiences so offenders will acquire knowledge and skills of adult basic education and develop attitudes conducive to learning. The design of a conceptual model of adult basic education was seen as a critical need. The experimental demonstration training program for teacher trainers in correctional institutions was designed especially to meet the need for improved instruction, reform and innovation in adult basic education in the nation's prisons through specialized staff training and design of a model of adult basic education in corrections.

C. Rationale

The program was conceptualized as a massive effort in teacher training, encompassing experimentation, demonstration, dissemination, and evaluation. The program was designed as a national strategy operating in a regional and state framework, which would provide training to some 2,000 individuals over a three-year period and would benefit at least 20,000 offenders in the target population.

The program design derived from basic assumptions that (1) teachers, administrators, and decision-makers need special preparation for effective planning and evaluation of adult basic education in corrections; (2) a generalized model of adult basic education in corrections will provide a blueprint for achieving efficient and effective program planning and evaluation; and (3) both training and model design are essential, but neither by itself is sufficient, to achievement of the goals of adult basic education in corrections.

In designing this program, corrections was viewed as having corrective and rehabilitative goals, with the ultimate aim being change in behaviors of the academically, socially, and vocationally deficient adults to prepare them for assuming adult responsibilities in society.

D. Purposes and Objectives

The ultimate achievement of the Program of Adult Basic Education in Corrections is seen as anticipated long-term effects on the target population, the academically, socially, and vocationally deprived adults in the nation's correctional settings. The primary purpose of the program was seen as achievement of reform, improvement, and innovation in corrections through improved and innovative adult basic education. The program purpose was

implemented in two goals (1) design and evaluation of a conceptual model of adult basic education in corrections; and (2) training of personnel for use of the model in planning and evaluating adult basic education in correctional settings.

The program goals were implemented in sub-goals relating to model developing and staff training:

Goal 1, to design and evaluate a model of adult basic education in corrections was implemented in three sub-goals:

(1) assessment of needs of adult basic education in corrections as determined by

(a) analysis of existing adult basic education resources in local, state and federal correctional institutions.

(b) determination of an ideal for adult basic education resources in local, state, and federal institutions.

(c) definition of perceived needs as determined by discrepancies between actual and ideal across local, state, and federal settings by type of institution security, sex offender, and geographic location.

(2) definition of goals of adult basic education in corrections

(3) development of models A and B

(4) synthesis of model C from A and B

Goal 2, to train personnel in adult basic education was implemented in three sub-goals:

(1) trainees' acquisition of knowledge, including

(a) demonstrated understanding of philosophy and theory of instruction in adult basic education in the nation's prisons.

(b) demonstrated knowledge of concepts and principles of adult basic education in relation to the learning process, individual needs, society needs, institutional needs.

(c) demonstrated understanding of systems approach to adult basic education, including behavioral definition of objectives, concepts of analysis and synthesis.

(d) demonstrated familiarity with communication procedures, innovative techniques, instructional and supplementary materials and media, for adult basic education.

(2) trainees' improvement of skills, including

(a) demonstrated proficiency in model design.

(b) demonstrated proficiency in behavioral definition of objectives.

(c) demonstrated proficiency in generation of teaching hypotheses and creation of learning environments and experiences.

(d) demonstrated proficiency in learning environments and experiences, testing and evaluating adult basic education.

(e) demonstrated skill in identifying and using federal, state, and community resources.

(3) fostering of trainees' positive attitudes, including

(a) demonstration of positive feelings toward concepts of adult basic education.

(b) demonstration of positive feelings toward concepts relating to adult illiterates in correctional institutions.

II. Method

A. Design

The system designed to accomplish program goals included three major functions: training, model design, and management.

(1) Training. It was assumed that the degree to which training goals might be attained would be determined by capabilities of participants effectiveness in using and selecting materials and media to create learning experiences and quality of instruction.

Control was exercised over participant capabilities through the selection process to obtain a group of individuals who were leaders in corrections and had synthesizing capabilities. Control was exercised over materials and media by evaluation and selection of adult basic education program materials and media suited for the program purpose and reliable and valid in nature. Quality of instruction was controlled through selection of those in instructional roles.

The training program was conducted in conjunction with model development. Two twenty-four day seminars in adult basic education in corrections were conducted, each one of which involved training and also resulted in design of a model of adult basic education in corrections.

The seminars provided specialized training of participants to implement Goal 2, developing knowledge, skills, and attitudes of trainees' relating to adult basic education in corrections. Participants in each seminar designed a model of adult basic education in corrections, these two models subsequently being synthesized in a single working model representing attainment of Goal 1, model design.

B. Participants

A total of 67 applications for the seminars was received. Of the total number of applicants, thirty-seven were accepted for participation in the seminars. Each applicant file was evaluated and rated according to selection criteria. The applicant file consisted of cover letter, application instructions, application form, two confidential evaluations, certification of employment. Selection was made on the basis of the following criteria:

(1) Individual must have responsibilities for administrative planning or development of education, or supervision over teachers of inmates in correctional institutions

(2) Individual must demonstrate desire to improve adult basic education of inmates

(3) Individual must have educational and experience background to benefit from training

(4) Individual must have demonstrated leadership qualities. Final selection of trainees from among those who meet the basic criteria will be made to insure equitable geographic distribution and representation from state, local, and federal levels. No discrimination will be made on basis of race, sex, color, or national origin of applicant.

Method of Selection. State Directors of Adult Basic Education, State Directors of Corrections, and U. S. Office of Education officers, and U. S. Bureau of Prisons officials were asked to nominate candidates for the seminars. Each nominee was sent an invitation to apply and an application packet containing information brochure, instructions for applying, application form, 2 confidential evaluation forms, and certification of employment. The employment certification served as documenting evidence that the applicant would be employed in a position involving responsibility for planning and/or evaluating adult basic education in a correctional setting in 1969-70. In selecting individuals for participation in the seminars, there was no discrimination on account of sex, race, color, or national origin of applicant.

Each applicant was rated by two independent raters. Mean ratings ranged from 1.39 to 3.47, with median of 2.90 on a 4.0 scale for the total applicant group. The ratings of participants ranged from 2.34 to 3.47, with

median of 2.94 on a 4 point scale. Final selection of applicants was made by considering recommendation of state director or federal official and the ratings of the selection team.

All applicants were notified concerning acceptance or rejection for the seminars. Rejected applicants were invited to resubmit application for a regional training program in 1970-71. Accepted applicants were required to file Enrollment Form and Intent to Participate Form.

Participant Characteristics. There were thirty-six males and one female from long term and short term institutions at local, state, and federal levels participating in the seminars. Participant Roster is given in Appendix A. Distribution of participants by sex, age and educational attainment is given in Appendix B-1. Place of employment, level of employment and position are given in Appendix B-2.

C. Setting

One seminar was held in Morgantown, West Virginia; the other in San Dimas, California. Both settings had in common accessibility to correctional institutions for visitation-demonstration, accessibility to college or university resources, isolation from distractions.

D. Seminar Staff

The staff included visiting lecturers and consultants in addition to full-time personnel assigned to the program. The staff directory is given in Appendix C.

E. Training Program

The program designed to achieve training goals relating to participants' acquisition of knowledge, skills, and attitudes was 24 days in length, with daily sessions from 8:30 A.M. to 12:30 P.M. and 1:30 P.M. to 4:30 P.M. One month prior to opening of the seminar, a training packet was mailed to each participant, containing invitation to participate, instructions for applying, application blank, two confidential evaluation forms, certification of employment, and information brochure.

The seminar syllabus is shown in Appendix D. Each of the two seminars was identical in all respects except participants and setting. The same consultant presentations and lectures were given at both seminars; the same staff; the same readings. Each seminar had a computer demonstration and field visitation to correctional institutions. Each seminar was responsible for developing a model of adult basic education in corrections.

The seminar opened with an orientation to the Adult Basic Education in Corrections Program. This was followed by a pretest to determine the extent to which participants were able to demonstrate terminal behaviors

defined in the objectives. The pretest was followed by the instructional program, and a post-test to measure changes in knowledge, skills, and attitudes over the seminar period.

Learning experiences provided to help participants achieve Goal 2, developing understanding, skills, and attitudes for effective adult basic education in corrections included assegned reading, lectures, slide-tape presentations, films, individualized instruction, supervised practice, and task force assignments.

Selection of instructional materials and media following evaluation of items which included pamphlets, kits, brochures, catalogs, manuals, bulletins, books, and audio-visual aids. Evaluation was made by rating each item on dimensions of relevance adequacy, format, reliability and validity. An overall rating was computed for each instructional item, and selection was made by taking into account three factors: (1) quality rating of the item; (2) program areas of instruction, and (3) accessibility of item. After rating was completed, items were grouped according to program area and selection was made. Appendix E-1 shows the Rating Form for materials evaluation. Appendix E-2, Table 1, reports the results of materials evaluation, according to overall rating, selection or non-selection, indicating use made of the item in the program, and giving reasons for non-selection. Items which were placed on the required reading list are indicated in Appendix E-3. Items used as supplementary reference are listed in Appendix E-4.

F. Model Design

The major activities conducted to achieve the goal of model design were (1) needs assessment survey to determine perceived needs of adult basic education in corrections; (2) national work conference to define goals of adult basic education in corrections; (3) two seminars, each one of which resulted in design of a model; followed by a work committee to synthesize a single Model of Adult Basic Education in Corrections.

The relationships among these activities are shown in Figure 1.

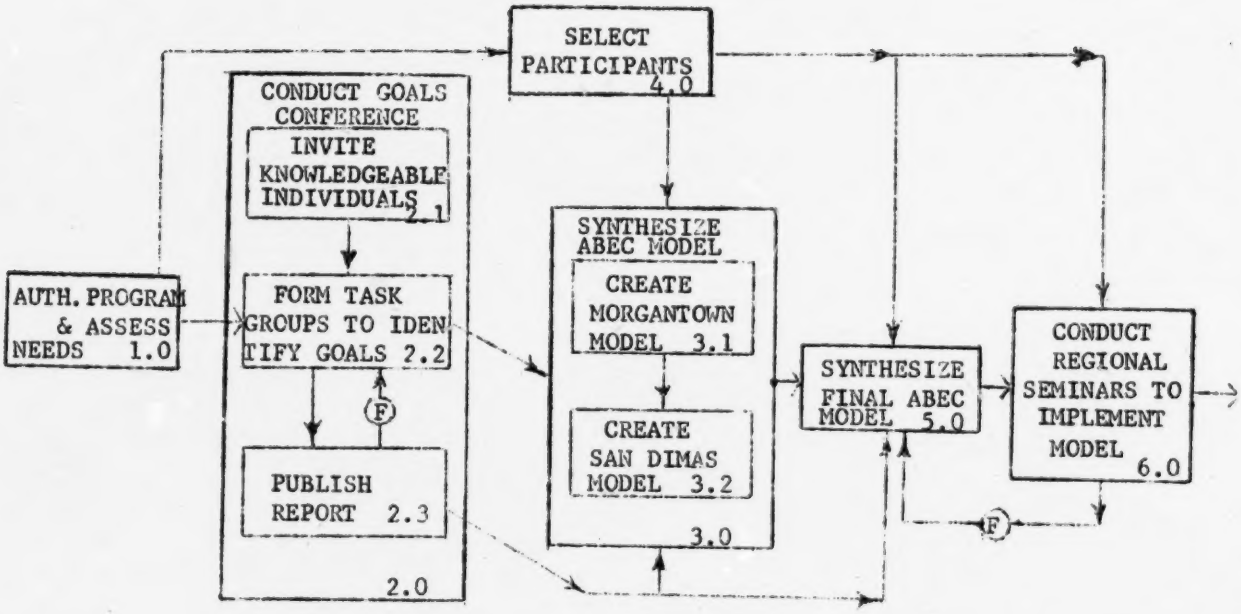

FIGURE 1. MODEL FOR PRODUCING THE ADULT BASIC EDUCATION IN CORRECTIONS MODEL

(1) Needs assessment survey. Need is defined as the discrepancy between what exists and what should exist. The assessment of needs for adult basic education in corrections took the form of a survey to determine existing and ideal adult basic education goals, resources, and evaluation. It was assumed that the differences between existing and ideal would constitute needs.

The population consisted of local, state, and federal institutions with offenders 18 years or older. The sample included 547 institutions with 135 local, 390 state, and 25 federal facilities. The survey instrument was a 120-item questionnaire, with 12 items devoted to data on identification of respondent and institution and 118 items designed to determine current and ideal utilization of (1) six categories of adult basic education

resources: time, money, personnel, facilities, materials and equipment; (2) goals of adult basic education; (3) measurement and evaluation of adult basic education. There were 207 responses, representing a thirty-six percent return. The returns were representative of the three groups included in the sample, with responses from 23 federal, 163 state, and 47 local institutions. Five incomplete state returns were eliminated.

On 4 items dealing with utilization of time, for adult basic education, there was a significant discrepancy between actual and ideal. On 6 items dealing with budgeted funds for adult basic education there were discrepancies between actual and ideal. On 13 items relating to staff utilization, there were differences between actual and ideal on all except one, use of inmates in teaching roles. On 17 items relating to physical facilities for adult basic education, there were discrepancies between actual and ideal. On 26 items relating to media there were discrepancies between actual and ideal. On 13 items relating to materials the actual use was below ideal. On 2 items relating to simulation and CAI actual was below ideal. The consensus was that there was a need for improved utilization of resources for creating learning experiences.

Two items relating to goals and objectives revealed the need for defining goals and objectives of adult basic education. Two items on philosophy revealed a need for defining institutional philosophy of adult basic education. Nine items on utilization of information about the learner, society, and learning process revealed a need for better utilization of information. Three items on planning adult basic education in corrections revealed need for improvement in planning. Eight items on measurement and evaluation revealed a need for improvement.

Taken as a whole the results of the needs assessment revealed need for improvement in adult basic education resources utilization, goal definition, philosophy explication, information utilization, instructional planning, and program evaluation.

(2) Goal definition. In October 1969 a national work conference was held in Arlington Heights, Illinois where a Committee of One Hundred -- representing corrections, probation and parole, law enforcement and judiciary, welfare and employment, community agencies and social services, labor and industry, education and government, behavioral and social sciences--established a philosophical base and defined goals of adult basic education in corrections. The products of the October conference laid the foundation and pointed direction for the two national seminars dealing with adult basic education in corrections model design. The Committee of the whole at the Goals Conference defined four goal areas for adult basic education in corrections: economic efficiency, civic responsibility, self realization, and social productivity. A complete report of the Goals Conference is given in Ryan, T. A. (Ed.) Goals of Adult Basic Education in Corrections, Honolulu, Hawaii: Education Research and Development Center, 1970.

(3) Model Synthesis. In January, 1970 a twenty-four day national seminar was held in Morgantown, West Virginia for 19 leaders in corrections, who jointly developed a first-stage model of adult basic education in corrections.

In February, 1970 a twenty-four day national seminar was held in San Dimas, California for 18 leaders in corrections, who, working, independently from the Morgantown group, also developed a first-stage model of adult basic education in corrections.

In April, 1970 the Morgantown and San Dimas models were synthesized into a single working model by an ad hoc Model Design Committee.

G. Program Management

A National Advisory Committee provided advice and counsel to guide management decisions. The Committee served to maintain direct liaison between federal and state personnel and program staff. The Committee provided for involvement of State Directors of Adult Basic Education, State Directors of Corrections, U. S. Office of Education, U. S. Bureau of Prisons, and the target group. The Committee Roster is given in Appendix F.

III. Results

A. Evaluation of Training

Two measures were taken to evaluate participant performance against program objectives. A pretest designed to sample behaviors defined by the training objectives was administered before training was initiated. A post-test, measuring the same behaviors as the pretest, was administered at the conclusion of training. Evaluation of training was accomplished by (1) comparing pre- and post-test group profiles by seminar program; and (2) comparing post-test scores against criterion standards for a acceptable performance. Comparison of the pre- and post-tests means on the subtest over knowledge and skills for the two seminar groups revealed a mean difference of + 22.52 for participants in Morgantown Seminar and mean difference of + 18.89 for San Dimas participants.

Means and standard deviations for the pre- and post-test scores of the two training groups are shown in Appendix G-1, Table 2.

When participant scores on pre- and post-tests were compared against criterion standards, it was found that 84 percent of participants in the Morgantwon seminar and 95 percent of San Dimas participants reach criterion standards on the post-test.

A pre- post-test was administered to determine extent to which attitudes to adult basic education in corrections changed during training, as revealed by change in feelings to adult basic education and corrections

concepts. Each concept was rated on a 4-point scale on two dimensions to indicate degree to which respondents attributed feelings of pleasure and value to the concept. Comparison of pre- and post-test scores on subtest measuring attitudes to adult basic education in corrections revealed increase in positive feelings for both seminars. Mean scores for feelings about concepts of adult basic education in corrections for the two seminar groups are reported in Appendix G-2, Table 3.

Evaluation by participants was made to determine participant perception of progress toward objectives. In each seminar one hundred percent of participants felt they developed a significant understanding of concepts related to adult basic education in corrections. One hundred percent of participants in each seminar felt the seminar goals were accomplished and one hundred percent felt that a great deal of information about adult basic education in corrections was generated during the program.

A follow-up to assess extent to which behavior changes were implemented in real-life settings was not made. However, self-reports from participants reveal at least eighty-five percent of those participating actively involved in using concepts and principles developed during the training program.

B. Evaluation of Model Design

The two first-stage models developed by participants in the seminar programs were evaluated by 47 raters, using an objective rating sheet, which called for rating on a 5-point scale each chapter of each model and the total model on each of the following 33 dimensions:

(1) Level of conceptualization
(2) Level of comprehensiveness
(3) Reliability of information
(4) Validity of ideas
(5) Pertinence of ideas
(6) Originality of ideas
(7) Critical approach in thinking
(8) Creativity in ideas
(9) Relationships between parts
(10) Degree of synthesis
(11) Identification of elements
(12) Logical arrangement of parts
(13) Consistency of materials
(14) Orderly development of the whole
(15) Support of major theses
(16) Appropriateness of headings
(17) Degree of generalization
(18) Adaptability
(19) Flexibility
(20) Degree of fidelity

(21) Degree of optimization
(22) Compatibility with environment
(23) Degree of systematization
(24) Degree of wholeness
(25) Correctness of style
(26) Correctness of grammar
(27) Correctness of punctuation
(28) Adequacy of citations
(29) Adequacy of references
(30) Level of readability
(31) Sentence structure
(32) Paragraph form
(33) Overall rating of section

The mean ratings for the seven chapters of the two models are shown in Appendix H, Table 4.

C. Evaluation of Program Organization and Administration

A program evaluation was made to assess program management by gathering data on learning activities, instructional materials, program content, and program organization.

Participants rated learning activities on a four-point scale, indicating degree to which the activity contributed to achievement of program goals. Mean ratings for both seminars are reported in Appendix I-1, Table 5. Examination of data reported in Table 5 reveals all activities were rated above the chance mean. Learning activities rated as most worthwhile in San Dimas seminar were dialog with staff and informal discussion. Discussion groups and task groups were rated as most worthwhile in the Morgantown seminar. Mean ratings for the two groups are all above the chance mean.

Evaluation of instructional materials was made by participant rating on a four-point scale of twenty-seven references which were required reading. Mean ratings are reported in Appendix I-2, Table 6. Inspection of Table 6 reveals that both groups rated Mager's Developing Attitudes toward Learning and Preparing Behavioral Objectives as most valuable in contributing to program goals. The Morgantown group also rated the text on Developing Vocational Instruction, by R. F. Mager and K. M. Beach as one of the most valuable, and the San Dimas group rated Planning and Producing Audio-visual Materials as most valuable. The combined mean ratings were all above the chance mean.

The participants rated fifteen resource persons on dimensions of content mastery and communication skill. These ratings combined for the two groups, are shown in Appendix I-3, Table 7, and indicate that mean ratings for all resource persons were above the chance mean for both content mastery and communication skill.

Program organization was evaluated by participant ratings of program information, meals and lodging, staff qualifications, time utilization, grouping, approach, participant selection, site selection, and physical facilities. Ratings, reported in Appendix I-4, Table 8, reveal overall satisfaction with all aspects of the program except the site. The San Dimas evaluation revealed some feelings of lack of sufficient time for the program. One hundred percent of participants stated the program met their expectations (Items 79 and 80). This is reflected in participant comments reported in Appendix J.

IV. Discussion

A. Purpose

The purposes of this experimental opening program were (1) to develop a conceptual model of adult basic education in corrections and (2) to provide specialized training to thirty-seven leaders in corrections. The program implemented a basic assumption that there was need for improvement in adult education in the nation's correctional institutions.

B. Results

Analysis of results from criterion tests administered at the close of training indicates the training program was effective in developing participants' knowledge and skills and fostering positive attitudes related to adult basic education in corrections. All but three participants reached criterion standards for terminal performance by the end of training. It is concluded that the training program was effective. However, long term measures should be taken to validate this conclusion.

Evaluation of program organization reveal general endorsement of the program design and suggest the advisability of replicating the training pattern.

The activites concerned with model development proved to be effective, resulting in (1) an assessment of needs for adult basic education in corrections; (2) statement of goals for adult basic education in corrections, and a model of adult basic education in corrections.

It is suggested that the real test of this experimental training program will come, as the model is used as a training vehicle in subsequent seminars, and changes are wrought in the target population, the academically, socially, and vocationally deprived adult offender, as a result of model implementation and staff training in the nation's correctional institutions.

The following recommendations are based on findings of this program:

(a) Training of decision-makers in corrections in adult basic education should be conducted on an planned organized basis.

(b) Training of teachers in planning and evaluating adult basic education in corrections should be done on in-service and pre-service basis.

(c) The model of adult basic education should be evaluated, based on results of field testing.

(d) Long-term followup should be conducted to determine real benefits of the model design and staff training to the target population.

PARTICIPANT ROSTER

	Participant	Seminar Group
1.	Mr. Joseph P. Angert Educational Director State Institution at Pittsburgh Pittsburgh, Pennsylvania 15233	Morgantown
2.	Mr. Don P. Boyles Director of Correctional Education Idaho State Penitentiary Boise, Idaho 83707	San Dimas
3.	Miss Margaret Cary Academic Supervisor Federal Reformatory for Women Alderson, West Virginia 24910	Morgantown
4.	Mr. Richard E. Cassell Assistant Supervisor of Education Federal Youth Center Ashland, Kentucky 41101	Morgantown
5.	Mr. Dale W. Clark Supervisor of Education Federal Youth Center Englewood, Colorado	San Dimas
6.	Mr. William D. Decker Teacher Federal Reformatory El Reno, Oklahoma 73036	San Dimas
7.	Mr. Fred A. Dickens Teacher U. S. Penitentiary Marion, Illinois 62959	Morgantown
8.	Mr. James H. DuBose Superintendent of Education So. Carolina State Department of Corrections Columbia, South Carolina 29202	Morgantown
9.	Mr. Arthur R. Ellard Supervisor of Education Medical Center for Federal Prisoners Springfield, Missouri 65802	San Dimas
10.	Mr. Lex Enyart Supervisor of Education Federal Correctional Institution Milan, Michigan 48160	Morgantown

	Participant	Seminar Group
11.	Mr. Robert A. Erickson Director of Education Minnesota State Prison Stillwater, Minnesota 55082	Morgantown
12.	Mr. Nathaniel A. Fisher Assistant Supervisor of Education Federal Reformatory Petersburg, Virginia 23803	San Dimas
13.	Mr. Henry E. Gilbert, Jr. Supervisor of Education Federal Correctional Institution Tallahassee, Florida 32303	Morgantown
14.	Mr. Robert A. Gunnell Assistant Supervisor of Education U. S. Penitentiary Lewisburg, Pennsylvania 17837	Morgantown
15.	Mr. Robert S. Hatrak Supervisor of Educational Programs New Jersey State Prison Trenton, New Jersey 08625	Morgantown
16.	Mr. Glen L. Henrickson Supervisor of Education U. S. Penitentiary Steilacoom, Washington 98388	San Dimas
17.	Mr. Dean Hinders Director of Education & Recreation South Dakota State Penitentiary Sioux Falls, South Dakota 57101	San Dimas
18.	Mr. Charles H. Huff Supervisor of Education Federal Correctional Institution Sandstone, Minnesota 55072	Morgantown
19.	Mr. E. L. Imboden Director of Education Oklahoma State Reformatory Granite, Oklahoma 73547	San Dimas
20.	Mr. Calvin O. Jacobs Administrative Assistant Federal Reformatory Petersburg, Virginia 23803	Morgantown

	Participant	Seminar Group
21.	Mr. Shelvy E. Johnson, Jr. Supervisor, Vocational Training U. S. Bureau of Prisons Washington, D. C. 20537	Morgantown
22.	Mr. J. C. Verl Keeney Director, Rehabilitation Programs Oregon State Penitentiary Salem, Oregon 97310	San Dimas
23.	Dr. Earl R. Keesler Coordinator , New York State Education Department Westchester County Penitentiary Valhalla, New York 10595	Morgantown
24.	Mr. William F. Kennedy Education Coordinator Oregon Corrections Division Salem, Oregon 97310	San Dimas
25.	Mr. Norman P. Langdon Assistant Supervisor of Education Federal Correctional Institution Seagoville, Texas 75159	San Dimas
26.	Mr. Richard B. Lyles Occupational Analyst Federal Correctional Institution San Pedro, California 90731	San Dimas
27.	Mr. W. C. Maddox Supervisor of Education U. S. Penitentiary Atlanta, Georgia 30315	Morgantown
28.	Mr. Samuel Moreno Assistant Director of Education New York State Department of Correction Albany, New York 12225	Morgantown
29.	Mr. Carl F. Nickel Institutional Instructor Adult Conservation Camp Palmer, Alaska 99645	San Dimas
30.	Mr. Joseph Oresic Director of Education New Jersey Reformatory Bordentown, New Jersey 08505	Morgantown

Participant	Seminar Group
31. Mr. Arnold R. Sessions Instructor Seattle Central Community College Seattle, Washington 98144	San Dimas
32. Mr. James L. Streed Related Trades Instructor Marion Federal Penitentiary Marion, Illinois 62959	San Dimas
33. Mr. William C. Strong Occupational Research and Development Coordinator Federal Correctional Institution Milan, Michigan 48160	San Dimas
34. Mr. David G. Swyhart Education Specialist U. S. Penitentiary Leavenworth, Kansas 66048	San Dimas
35. Mr. Walter E. Trout Warden Canal Zone Penitentiary Gamboa, Canal Zone	Morgantown
36. Mr. H. Gary Wells Supervisor of Treatment Department of Corrections Lansing, Michigan 48926	Morgantown
37. Mr. Nelson G. Williams Institutional Instructor S.E. Regional Correctional Institution Juneau, Alaska 99801	San Dimas

APPENDIX B-1

DESCRIPTION OF PARTICIPANT CHARACTERISTICS BY SEMINAR GROUP

Characteristic	Seminar Group		
Sex	**Morgantown**	**San Dimas**	**Total**
Male	18	18	36
Female	1	0	1
Total	19	18	37
Age			
25-29	1	2	3
30-34	1	2	3
35-39	5	3	8
40-44	3	4	7
45-49	3	6	9
50-54	4	1	5
55-59	1	0	1
60-64	1	0	1
Total	19	18	37
Highest Educational Degree			
Less than B. A.	1	2	3
A.B.	7	6	13
M.A.	10	10	20
Ph.D.	1	0	1
Total	19	18	37

APPENDIX B-2

DESCRIPTION OF PARTICIPANT EMPLOYMENT BY SEMINAR GROUP

Nature of Employment	Seminar Group		
Level of Employment	Morgantown	San Dimas	Total
Federal	10	10	20
State/Territory	8	7	15
Local	1	1	2
Total	19	18	37
Title of Position			
Administrator, Corrections	1	0	1
Administrator, Education	16	13	29
Instructor	2	5	7
Total	19	18	37

Region of Employment		Seminar Group: Morgantown	San Dimas	Total
U. S. O. E. Region	I	0	0	0
	II	6	0	6
	III	4	1	5
	IV	3	0	3
	V	4	2	6
	VI	1	3	4
	VII	0	3	3
	VIII	1	1	2
	IX	0	8	8
	Total	19	18	37

Location of Employment

Region	State			
I		0	0	0
II	Canal Zone	1	0	1
	New Jersey	2	0	2
	New York	2	0	2
	Pennsylvania	2	0	2
III	District of Columbia	1	0	1
	Kentucky	1	0	1
	Virginia	1	1	2
	West Virginia	1	0	1
IV	Florida	1	0	1
	Georgia	1	0	1
	South Carolina	1	0	1
V	Illinois	1	1	2
	Michigan	2	1	3
VI	Kansas	0	1	1
	Minnesota	2	0	2
	Missouri	0	1	1
	South Dakota	0	1	1
VII	Oklahoma	0	2	2
	Texas	0	1	1
VIII	Colorado	0	1	1
	Idaho	0	1	1
IX	Alaska	0	2	2
	California	0	1	1
	Oregon	0	2	2
	Washington	0	2	2
	Total	19	18	37

APPENDIX C

STAFF

Dr. T. A. Ryan, Researcher/Professor, Education Research and Development Center, University of Hawaii, and Program Director, Adult Basic Education in Corrections Program

Mr. James W. Lawrence, Assistant Researcher, Education Research and Development Center, University of Hawaii, and Assistant to Program Director

Mr. Vernon E. Burgener, Assistant Vice President, Educational Planning Associates, Inc., and Coordinator for Midwest Conferences and Seminars

Mr. Kenneth Kitch, Director of the Educational Center, California State Polytechnic College, and Coordinator for West Coast Conferences and Seminars

Mrs. Karen Maeda, Secretary, Education Research and Development Center, University of Hawaii

Mrs. Helen Beckett, Secretary for West Coast Conferences and Seminars

Mrs. Kay Kennedy, Secretary for East Coast Conferences and Seminars

ADVISORY COMMITTEE

Dr. Morris L. Brown, Chief
Adult Education Branch
U. S. Office of Education

Dr. Barbara A. Chandler
Research Specialist
1970 White House Conference
on Children and Youth

Mr. David T. Christian
Lakewood, Ohio

Miss Betty Donahue
Program Officer
Adult Education Branch
U. S. Office of Education

Mr. J. K. East, Director
Office of Adult Education
South Carolina Department of Education

Dr. James C. Jacks, Consultant
Correctional Rehabilitation
Social and Rehabilitation Services
Administration
Department of Health, Education & Welfare

Dr. Paul W. Keve, Commissioner
Minnesota Department of Corrections

Mrs. Sylvia G. McCollum
Education Research Specialist
U. S. Bureau of Prisons

Mr. James E. Murphy, Director
Kentucky Federal Youth Center

Dr. W. DeHomer Waller
Director of Education
Connecticut Department of Corrections

Mr. Alfred E. Warren, Jr.
NCCY Project Crossroads

Dr. Garland S. Wollard
Director of Education
U. S. Bureau of Prisons

ADULT BASIC EDUCATION IN CORRECTIONAL INSTITUTIONS

UNIVERSITY OF HAWAII — Honolulu, Hawaii 96822
EDUCATION RESEARCH AND DEVELOPMENT CENTER — 1776 University Avenue

NATIONAL SEMINARS

January 4-27, 1970
Morgantown, West Virginia

February 1-24, 1970
San Dimas, California

Syllabus

I. Nature of the Seminar

A. Description

1. This seminar is part of a program to improve adult basic education in correctional institutions, which is conducted by the Education Research and Development Center of the University of Hawaii under grant from the U. S. Office of Education under provisions of the Adult Education Act of 1966. The total program effort is directed toward achieving innovation and reform of educational policies and practices in the nation's prisons. The program aims to make a major thrust in the direction of meeting deficiencies of prison and rehabilitation efforts, in order that offenders might be graduated to a useful, productive life in society. The program purpose is implemented in a plan for developing and testing a conceptual model of adult education for correctional institutions at local, state and federal levels, and training personnel in application of the model.

2. The seminar program has been designed to accomplish a two-fold purpose: develop a first-stage model, which, in following years will be tested, evaluated, and modified as needed; and prepare seminar participants for providing leadership in using and implementing the model in correctional settings.

B. Goals

1. Participants will increase their knowledge of philosophy and theory of adult basic education and corrections; improve their understanding of concepts and principles relating to the learning process, the inmate learners, the learning environment; techniques and strategies of teaching adult basic education to offenders; methods of evaluating program effectiveness.

2. Participants will improve their skills in defining objectives, designing models, systems research, creating learning experiences and environments, testing and evaluating program effectiveness, identifying resources, working cooperatively.

3. Participants will manifest positive feelings toward adult basic education and ABE learners in correctional institutions.

ABECIP - 058
Rev. 12/9/69
Rev. 12/16/69

C. Objectives

1. Given a 20-item multiple-choice test on concepts of basic education in corrections, the participant will be able to answer correctly 16 items within a time limit of 10 minutes.

2. Given a list of objectives, the participant will be able to identify those that are stated in performance (behavioral) terms.

3. Given a list of assumptions about offenders, the participant will be able to tell which assumptions could be expected to hold for 80% of the adult basic education offender population.

4. Given a list of assumptions about environmental presses which influence learning in correctional settings, the participant will be able to identify those which could be expected to be operating in 80% of the cases.

5. Given a list of assumptions about the learning process, the participant will be able to identify those which could be expected to apply in 80% of the cases in adult basic education program in prisons.

6. Given a laboratory worksheet with operational guidelines, the participant will be able to demonstrate his ability to select, prepare, and utilize appropriate audiovisual materials, techniques, and equipment, by correctly filling in 80% of the blanks on the worksheet within 10 minutes.

7. Given example of two procedures for evaluating program effectiveness for achieving defined objectives, the participant will be able to determine appropriateness of each procedure for program evaluation.

8. Given the steps involved in implementing a model of adult basic education for corrections, the participant will be able to place the steps in logical sequence.

9. Given a list of concept terms, the participant will be able to indicate extent to which the term evokes feelings of pleasure and/or value.

10. Given the elements and constraints of a system, develop a flowchart model for adult basic education in correctional institutions.

D. Program Content

1. Defining a rationale for creating a model.

   a. Approach to model building
   b. Components of a basic model

2. Stating a philosophy of adult basic education in corrections.

   a. Philosophy of adult basic education
   b. Philosophy of corrections
   c. Philosophy of adult basic education in corrections

3. Defining goals and objectives.

   a. Goals of adult basic education in corrections
   b. Defining behavioral objectives

4. Processing information.

   a. Assumptions about inmate learners
   b. Assumptions about learning process
   c. Assumptions about societal-cultural-economic variables

5. Planning adult basic education in corrections.

   a. The systems approach
   b. Kinds of plans: lessons, units, individualized
   c. Making plans
   d. Relating education to non-education systems
   e. Identifying resources

6. Creating learning environments and experiences.

   a. Establishing a climate for learning
   b. Using personnel effectively: teaching, counseling, administrative
   c. Designing physical facilities for learning
   d. Organizing instruction
   e. Using instructional materials, media, techniques

7. Measuring and evaluating adult basic education in corrections.

   a. Techniques of measurement
   b. Procedures and uses of evaluation

E. Program activities

1. The program designed to achieve seminar objectives is intensive and demanding, involving six full workdays each week, in addition to assigned study and lecture during evening hours.

2. The program activities include lecture-discussion, panel presentations, reaction groups, demonstrations, field trips, and task group assignments.

3. Instructional materials, media, and techniques include reading materials, programed instruction, films, filmstrips, slide-tape, charts, overhead transparencies.

4. Task groups will be assigned to work on development of a model of adult basic education for corrections.

II. Participant Information

A. Number of participants . . . . . 18 in each seminar

B. Selection of participants

1. North Carolina, Pennsylvania, West Virginia, Florida, Illinois, South Carolina, Kentucky, Michigan, Minnesota, Virginia, New Jersey, New York, Washington, D. C., Georgia, Canal Zone.

2. Colorado, Idaho, California, Oklahoma, Missouri, Washington, South Dakota, Oklahoma, Oregon, Texas, Alaska, Michigan, Kansas.

C. Criteria used in selection

1. Participant has responsibilities for administration, planning, or managing of adult basic education in prisons or supervision of teachers in prisons.

2. Participant has desire to improve adult basic education in correctional institutions.

3. Participant has education and experience to benefit from training program.

4. Participant has leadership qualities.

III. Staff

A. Administrative

1. Dr. T. A. Ryan, Program Director
Researcher/Professor, Education Research and Development Center
University of Hawaii, Honolulu, Hawaii

B. Instruction

1. Mr. James W. Lawrence, Program Instructor
Education Research and Development Center
University of Hawaii, Honolulu, Hawaii

2. Mr. Fleary Samples, Program Lecturer
West Virginia University
Morgantown, West Virginia

C. Consultants

1. Dr. Ray J. Ast, Director, Special Project
State Department of Education
Project Office, Adult & Continuing Education Resource Center
Montclair State College
Upper Montclair, New Jersey 07043
"Instructional Materials for Effective Adult Basic Education"
Morgantown, West Virginia, January 19, 1970, 9:00 A.M. to 12:30 P.M.
San Dimas, California, February 16, 1970, 9:00 A.M. to 12:30 P.M.

2. Dr. George Beto, Director
State Department of Corrections
P.O. Box 99
Huntsville, Texas 77340
"A Philosophy of Corrections"
Morgantown, West Virginia, January 6, 1970, 9:00 A.M. to 12:30 P.M.
San Dimas, California, February 3, 1970, 9:00 A.M. to 12:30 P.M.

3. Mr. Joseph G. Cannon, Commissioner
State Department of Correctional Services
920 Greenmount Avenue
Baltimore, Maryland 21202
"Evaluation: The Basis for Improvement"
Morgantown, West Virginia, January 22, 1970, 9:00 A.M. to 12:30 P.M.
San Dimas, California, February 19, 1970, 9:00 A.M. to 12:30 P.M.

4. Mr. Archie V. Connett, Staff Associate
Western Behavioral Sciences Institute
1150 Silverado
La Jolla, California 92037
"The Significance of the Helping Relationship in the Prison Setting"
Morgantown, West Virginia, January 21, 1970, 1:30 to 4:30 P.M.
San Dimas, California, February 18, 1970, 1:30 to 4:30 P.M.

5. Dr. John H. Furbay, Consultant
Cultural Affairs
Trans World Airlines, Inc.
605 3rd Avenue
New York, New York 10016
"What is the Role of Education in Corrections"
Morgantown, West Virginia, January 4, 1970, 7:00 to 10:00 P.M.
San Dimas, California, February 1, 1970, 7:00 to 10:00 P.M.

6. The Honorable A. Leon Higginbotham, Jr.
Judge, United States District Court
Eastern District of Pennsylvania
2100 United States Courthouse
Philadelphia, Pennsylvania 19107
"The Challenge of Adult Basic Education in Corrections"
Morgantown, West Virginia, January 27, 1970, 12:30 to 2:30 P.M.
San Dimas, California, February 24, 1970, 12:30 to 2:30 P.M.

7. Dr. Harold N. Kerr, Associate Professor of Sociology
Department of Sociology
West Virginia University
Morgantown, West Virginia 26506
"Sociological Bases of Learning for Offenders"
Morgantown, West Virginia, January 13, 1970, 9:00 A.M. to 12:30 P.M.
San Dimas, California, February 10, 1970, 9:00 A.M. to 12:30 P.M.

8. Dr. Allen Lee, Research Professor and Director of Research and Development in Educational Policy and Administration
Teaching Research Division
Oregon State System of Higher Education
7708 Oneill Road
Salem, Oregon 97303
"Evaluation of Adult Basic Education"
Morgantown, West Virginia, January 22, 1970, 1:30 to 4:30 P.M.
San Dimas, California, February 19, 1970, 1:30 to 4:30 P.M.

9. Dr. John M. McKee, Director
Rehabilitation Research Foundation
Elmore, Alabama 36025
"Programed Instruction in Correctional Institutions"
Morgantown, West Virginia, January 19, 1970, 1:30 to 4:30 P.M.
San Dimas, California, February 16, 1970, 1:30 to 4:30 P.M.

10. Dr. John B. O'Hara, Director of Continuing Education
California State Polytechnic College
Kellogg-Voorhis Campus
3801 Temple Avenue
Pomona, California 91766
"Relation Between Learning Objectives and Environments"
Morgantown, West Virginia, January 21, 1970, 1:30 to 4:30 P.M.
San Dimas, California, February 18, 1970, 1:30 to 4:30 P.M.

11. Dr. John K. Sherk, Jr., Associate Professor of Education and Director, The Reading Center
4825 Troost Bldg.
University of Missouri
Kansas City, Missouri 64110
"Teaching Reading to Socially and Educationally Disadvantaged Adults"
Morgantown, West Virginia, January 20, 1970, 8:30 A.M. to 12:30 P.M.
San Dimas, California, February 17, 1970, 8:30 A.M. to 12:30 P.M.

12. Dr. Leonard C. Silvern, President
Education and Training Consultants Co.
815 Moraga Drive
Los Angeles, California 90049
"Systems Approach to Adult Basic Education"
Morgantown, West Virginia, January 14, 1970, 8:30 A.M. to 4:30 P.M.
San Dimas, California, February 11, 1970, 8:30 A.M. to 4:30 P.M.

13. Dr. Frank Snyder, Supervisor
Department of Adult Education
Montgomery County Public Schools
850 North Washington Street
Rockville, Maryland 20850
"A Philosophy of Adult Basic Education"
Morgantown, West Virginia, January 6, 1970, 9:00 A.M. to 12:30 P.M.
San Dimas, California, February 3, 1970, 9:00 A.M. to 12:30 P.M.

14. Mr. Ronald C. Tarlaian, Program Specialist
State Institutional Programs Section
Division of Manpower Development & Training
U. S. Office of Education
Room 5654-A, Regional Office Building
Seventh and D Streets, S. W.
Washington, D. C. 20202
"MDT Programs for Adult Offenders"
Morgantown, West Virginia, January 12, 1970, 9:00 A.M. to 12:30 P.M.
San Dimas, California, February 9, 1970, 9:00 A.M. to 12:30 P.M.

15. Dr. Robert S. Waldrop, Professor of Psychology
Department of Psychology
University of Maryland
College Park, Maryland 20742
"Validating Assumptions about Inmate Learners"
Morgantown, West Virginia, January 9, 1970, 1:30 to 4:30 P.M.
San Dimas, California, February 6, 1970, 1:30 to 4:30 P.M.

16. Mr. Harry H. Woodward, Jr., President
WCS Center for Community and Social Concerns, Inc.
2849 West 71st Street
Chicago, Illinois 60629
"Motivating the Inmate Learner to Learn"
Morgantown, West Virginia, January 10, 1970, 8:30 A.M. to 12:30 P.M.
San Dimas, California, February 7, 1970, 8:30 A.M. to 12:30 P.M.

D. Program Requirements

1. Attendance required at all sessions, including evening meetings

2. Reading of assigned references

3. Preparation of paper on assigned topic

4. Participation

   a. Contribution to group discussion and dialogue with consultants
   b. Presentation of paper to seminar group

5. Contribution to task force assignment

   a. Work on task group on model building project
   b. Attend task group meetings
   c. Implement task group assignments

IV. Facilities

A. East Coast Seminar, Morgantown, West Virginia

1. Lodging: Hotel Morgan

2. Program Activities: Robert F. Kennedy Youth Center and Hotel Morgan

B. West Coast Seminar, San Dimas, California

1. Lodging: Educational Center, California State Polytechnic College, Voorhis Campus

2. Program Activities: Educational Center, California State Polytechnic College, Voorhis Campus

V. Evaluation

A. Immediate evaluation will be made through objective test, instructor report, and observer reports. Pre- and posttest data will be gathered to determine extent to which changes in behaviors of participants relating to program objectives have occurred.

B. Long-term evaluation will be made by followup to determine extent to which participants implement the model of adult basic education in correctional settings, and engage in training activities related to model implementation by others.

APPENDIX E-1

ADULT BASIC EDUCATION IN CORRECTIONS

UNIVERSITY OF HAWAII — Honolulu, Hawaii 96822
EDUCATION RESEARCH AND DEVELOPMENT CENTER — 1776 University Avenue

EVALUATION OF ADULT BASIC EDUCATION IN CORRECTIONS SEMINAR MATERIALS

I. Identification

Author _____

Title _____

Publisher _____ Date _____

Place of publication _____ Pages _____

II. Rating

Item	Excellent 5	Above Average 4	Average 3	Below Average 2	Poor 1
A. Relevancy to Program Purposes	____	____	____	____	____
B. Adequacy of scope & balance	____	____	____	____	____
C. Format of item	____	____	____	____	____
D. Validity of content	____	____	____	____	____
E. Reliability of content	____	____	____	____	____

Sum _____

Rating ($\frac{\text{Sum}}{5}$) _____

III. Area of potential use in the seminar program (Check area(s) where material might be used)

A. Philosophy-Theory ____
B. Curriculum ____
C. Implementing Skills ____
D. Counseling Guidance ____
E. Utilization of Resources ____

IV. Comments

_____

_____

_____

_____

APPENDIX E-2

MATERIALS-MEDIA EVALUATION

Table 1. Results of Evaluation of Instructional Material and Media

Item	Rating	Use of Item				
		Selected		Rejected		
A. Materials	(0-4.0)	Required	Supplementary	Low Rating	Not Accessible	Duplicate Resource
01	2.2			x		
02	3.8	x				
03	3.8	x				
04	1.4			x		
05	2.6					x
06	2.2			x		
07	3.6	x				
08	2.2			x		
09	1.6			x		
10	1.2			x		
11	1.8			x		
12	3.6	x				
13	3.6	x				
14	1.8			x		
15	3.6		x			
16	2.6					x
17	3.2		x			
18	2.8		x			
19	1.6			x		
20	2.6					x
21	3.8	x				
22	3.6					x
23	1.2			x		
24	1.6			x		
25	1.2			x		
26.	2.4			x		
27	1.8			x		
28	3.4	x				
29	3.8	x				
30	3.4		x			
31	3.2	x				
32	1.2			x		
33	2.0			x		
34	3.4		x			
35	3.0		x			
36	2.6		x			
37	2.2			x		
38	3.0		x			
39	3.4		x			
40	3.4		x			
41	3.8		x			

Table 1. - continued

Item	Rating	Use of Item				
		Selected		Rejected		
A. Materials	(0-4.0)	Required	Supplementary	Low Rating	Not Accessible	Duplicate Resource
42	2.0			x		
43	3.6		x			
44	3.8		x			
45	2.6					x
46	1.6			x		
47	3.8	x				
48	2.2			x		
49	3.4	x				
50	2.6		x			
51	3.4	x				
52	3.2	x				
53	3.4	x				
54	2.4			x		
55	1.0			x		
56	3.6	x				
57	3.8	x				
58	4.0	x				
59	4.0	x				
60	3.8	x				
61	3.4		x			
62	2.6					x
63	3.0					x
64	2.6				x	
65	1.8			x		
66	3.0		x			
67	2.0			x		
68	3.0		x			
69	2.2		x			
70	1.6			x		
71	2.2			x		
72	2.0			x		
73	3.2					x
74	2.0			x		
75	3.0					x
76	2.6		x			
77	2.2			x		
78	2.2			x		
79	3.0		x			
80	2.8		x			
81	3.2	x				
82	2.4			x		
83	3.6	x				
84	3.6	x				
85	2.4					
86	3.0		x			

Table 1. - continued

Item	Rating	Use of Item: Selected		Use of Item: Rejected		
A. Materials	(0-4.0)	Required	Supplementary	Low Rating	Not Accessible	Duplicate Resource
87	3.6	x				
88	2.0			x		
89	1.8			x		
90	3.6		x			
91	2.8					x
92	2.2			x		
93	2.6		x			
94	1.8			x		
95	2.2			x		
96	2.2			x		
97	2.0			x		
98	2.0			x		
99	2.6				x	
100	3.0					x
101	1.2			x		
102	1.6			x		
103	1.2			x		
104	3.0		x			
105	3.2		x			
106	3.2		x			
107	3.4	x				
108	3.4	x				
109	1.4			x		
110	2.0			x		
111	1.8			x		
112	3.4	x				
113	2.2			x		
114	2.0			x		
115	2.0			x		
116	2.8					x
117	1.6			x		
118	1.8			x		
119	3.4	x				
120	1.0			x		
121	1.8			x		
122	2.6					x
123	2.8		x			
124	2.5		x			
125	2.5		x			
126	2.5		x			
127	2.5		x			
128	2.5		x			
129	2.5		x			
130	2.5		x			
131	2.5		x			

Table 1. - continued

Item	Rating	Use of Item				
		Selected		Rejected		
A. Materials	(0-4.0)	Required	Supplementary	Low Rating	Not Accessible	Duplicate Resource
132	2.5		x			
133	2.5		x			
134	2.5		x			
135	2.5		x			
136	2.5		x			
137	2.5		x			
Totals		27	43	52	2	13

Item	Rating	Use of Item				
		Selected		Rejected		
A. Media	(0-4.0)	Required	Supplementary	Low Rating	Not Accessible	Duplicate Resource
01	3.2				x	
02	1.8			x		
03	3.8	x				
04	3.8	x				
05	3.2				x	
06	3.6	x				
Totals		3	0	1	2	0

ADULT BASIC EDUCATION IN CORRECTIONAL INSTITUTIONS

UNIVERSITY OF HAWAII
EDUCATION RESEARCH AND DEVELOPMENT CENTER

Honolulu, Hawaii 96822
1776 University Avenue

NATIONAL SEMINARS

January 4-27, 1970
Morgantown, West Virginia

February 1-24, 1970
San Dimas, California

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APPENDIX F

NATIONAL ADVISORY COMMITTEE
May 1, 1969 to April 30, 1970

Dr. Morris L. Brown, Chief
Adult Education Branch
U. S. Office of Education
Washington, D. C. 20202

Dr. Barbara Chandler
1970 White House Conference
on Children and Youth
Washington, D. C. 20201

Mr. David T. Christian
Lakewood, Ohio 44107

Miss Betty Donahue
Program Officer
Adult Education Branch
U. S. Office of Education
Washington, D. C. 20202

Mr. J. K. East, Director
Office of Adult Education
State Department of Education
Columbia, South Carolina 29200

Dr. James C. Jacks, Consultant
Correctional Rehabilitation
Social and Rehabilitation Services
Administration
Department of Health, Education
and Welfare
Washington, D. C. 20201

Dr. Paul W. Keve, Commissioner
Minnesota Department of Corrections
St. Paul, Minnesota 55101

Mrs. Sylvia G. McCollum
Education Research Specialist
U. S. Bureau of Prisons
Washington, D. C. 20537

Mr. James E. Murphy, Director
Kentucky Federal Youth Center
Ashland, Kentucky 41101

Dr. William D. Waller
Director of Education
Connecticut Department of Correction
Hartford, Connecticut 06115

Mr. Alfred E. Warren, Jr.
NCCY Project Crossroads
Washington, D. C. 20001

Dr. Garland S. Wollard
Director of Education
U. S. Bureau of Prisons
Washington, D. C. 20537

APPENDIX G-1

PARTICIPANT EVALUATION

Table 2. Comparison of Group Profiles of Mean Scores for Pre- and Posttest over Knowledge and Skills by Training Group

Training Group	N	Pretest		Posttest		Difference
		Mean	SD	Mean	SD	
Morgantown	19	26.79	6.58	49.31	9.03	22.52
San Dimas	18	35.44	7.92	54.33	7.96	18.89

APPENDIX G-2

PARTICIPANT EVALUATION

Table 3. Comparison of Group Profiles of Mean Scores on Pre- and Posttest Measures of Feelings Attributice to Adult Basic Education and Corrections Concepts

Training Group	N	Pleasure Attribute (0-4.0)			Value Attribute (0-4.0)		
		Pretest	Posttest	Difference	Pretest	Posttest	Difference
Morgantown	19	2.20	2.39	+ .19	2.51	2.65	+ .14
San Dimas	18	2.06	2.44	+ .38	2.17	2.63	+ .46

APPENDIX H

MODEL EVALUATION

Table 4. Ratings of Models by Chapter

	Chapter Rating						
Model	I	II	III	IV	V	VI	VII
1	3.73	4.14	3.75	3.87	3.72	4.02	3.73
2	3.46	3.30	4.15	3.67	3.57	3.90	3.22
Difference	.27	.84	.40	.20	.15	.12	.51

APPENDIX I-1

PROGRAM EVALUATION

Table 5. Mean Ratings of Training Program Learning Activities by Seminar Group

Activity	Rating		
	Morgantown	San Dimas	$\bar{X}$
Discussion groups	4.00	3.67	3.84
General discussion	3.79	3.83	3.81
Task groups	3.84	3.67	3.76
Dialog with staff	3.79	3.72	3.76
Dialog with consultants	3.79	3.61	3.70
Staff presentations	3.63	3.61	3.62
Informal discussion	3.42	3.72	3.57
Orientation session	3.58	3.61	3.55
AV presentations	3.53	3.50	3.52
Reaction forums	3.63	3.39	3.51
Assigned readings	3.58	3.39	3.49
Consultant presentations	3.37	3.28	3.33
Banquet session	3.26	3.11	3.29
Field trip/demonstration	2.61	2.44	2.53

APPENDIX I-2

PROGRAM EVALUATION

Table 6. Participant Evaluation of Instructional Materials

Instructional Item	Rating		$\bar{X}$
	Morgantown	San Dimas	
Mager, R. F. Preparing instructional objectives	3.84	3.65	3.75
Mager, R. F. Developing attitude toward learning	3.83	3.59	3.71
Mager, R. F., & Beach, K. M. Developing vocational instruction	3.84	3.50	3.67
Lawrence, J. W. The learning resources center	3.74	3.47	3.61
Bloom, B. S. Taxonomy of educational objectives	3.58	3.41	3.50
Silvern, L. C. Systems engineering of education I	3.79	3.17	3.48
Lawrence, J. W. How to make a media pack	3.55	3.35	3.45
Kemp, J. E. Planning and producing audiovisual materials	3.26	3.62	3.44
Lawrence, J. W. Developing a unipack	3.53	3.31	3.42
Rossi, P. H. & Biddle, B. J. (Eds.) The new media and education	3.37	3.47	3.42
Lipsitz, L. (Ed. and Pub.) Educational technology	3.31	3.41	3.36
Chandler, B. A. An approach: Adult basic education in the developing field of education for adults	3.31	3.25	3.28
Evaluation and final report: National adult basic education teacher training program	3.16	3.29	3.23
Krathwohl, D. R., Bloom, B. S., Masia, B. B. (Eds.) Taxonomy of educational objectives	3.39	3.07	3.23

Table 6. - continued

Instructional Item	Rating Morgantown	San Dimas	$\bar{X}$
Watt, L. B. Adult basic education: A bibliography from the educational materials center	3.00	3.44	3.22
Prospectus: A center for individualized learning	3.05	3.37	3.21
Education and training in correctional institutions: Proceedings of a conference	3.21	3.18	3.20
Adult basic education: First Annual Report	3.10	3.18	3.14
Adult basic education: Second Annual Report	3.10	3.18	3.14
Manpower developent and training in correctional programs	3.10	3.18	3.14
Educational change and architectural consequences	3.17	2.87	3.02
U. S. Office of Education, Division of education programs: A lifetime of learning	2.95	3.06	3.01
Loughary, J. B. Man-machine systems in education	3.00	2.82	2.91
U. S. Office of Education, Adult Education Branch, Adult education program: Adult education act of 1966 Fact sheet	2.68	2.94	2.81
Chapman, D. Design for ETV: Planning for schools with television	2.95	2.82	2.89
Schramm, W. Instructional television: Promise and opportunity	2.95	2.75	2.85
U. S. Office of Education, Adult basic education program statistics	2.47	2.75	2.61

APPENDIX I-3

PROGRAM EVALUATION

Table 7. Participant Evaluation of Resource Personnel on Content Mastery and Communication Skill

Resource Person	Rating (0-4.0) Content Mastery	Communication Skill	(0-8.0) Combined
54	3.70	3.51	7.21
51	3.53	3.53	7.06
53	3.51	3.52	7.03
57	3.49	3.25	6.74
47	3.30	3.36	6.66
56	3.22	3.35	6.57
50	3.32	3.19	6.51
60	3.30	3.13	6.43
59	3.06	3.22	6.28
58	3.50	2.77	6.27
69	3.11	2.89	6.00
62	2.95	2.78	5.73
55	2.79	2.53	5.32
48	2.72	2.59	5.31

APPENDIX I-4

PROGRAM EVALUATION

Table 8. Participant Evaluation of Program Organization

Management Component	Description	Frequency of Participant Agreement					
		Disagree		Agree		No Response	
		MGT	SD	MGT	SD	MGT	SD
Program Information	Pre-seminar information was adequate for my use in deciding whether or not to apply.	0	0	19	18	0	0
	Pre-seminar information accurately described the program.	0	0	19	18	0	0
Meals & Lodging	Arrangement for meals and living accommodations were satisfactory	1	0	18	17	0	1
Staff Qualifications	Qualifications and competencies of resource personnel were satisfactory.	0	0	19	18	0	0
Time Allocation and Utilization	The balance between formal and informal activities was satisfactory.	2	2	17	16	0	0
	There was sufficient time for group activities.	2	3	17	10	0	0
	There was sufficient time for meeting informally with other participants.	2	3	17	15	0	0
	There was sufficient time for meeting with staff.	2	2	17	16	0	0
	The length of the seminar was satisfactory. (24 days)	2	4	17	14	0	0
	The daily time schedule was satisfactory.	2	1	17	17	0	0

Table 8. - continued

Management Component	Description	Frequency of Participant Agreement					
		Disagree		Agree		No Response	
		MGT	SD	MGT	SD	MGT	SD
Grouping	The task groups were about the right size.	0	0	19	18	0	0
	The composition of task groups to include representatives from different geographical regions and different areas of specialization was good.	0	0	19	18	0	0
Approach	The idea of work meeting of this type in preference to an information disseminating conference is good.	0	1	19	17	0	0
Participant Selection	Selecting participants who are high calibre individuals with demonstrated backgrounds of experience and thinking abilities is good.	0	0	19	18	0	0
Site Selection	The location for the seminar was satisfactory	3	4	11	14	0	0
Physical Factors	Physical arrangements for the work sessions were satisfactory. (meeting rooms, equipment, lighting)	5	3	14	15	0	0
Physical Organization	The seminar met my expectations.	0	0	19	18	0	0
	I would like to participate in another conference or seminar sponsored by Education Research and Development Center of the University of Hawaii.	0	0	19	18	0	0

APPENDIX J

PARTICIPANT COMMENTS ABOUT THE PROGRAM

This program enabled us to reduce to writing a philosophical point of view. The conference presented a system for active intervention into the training of education staff. It produced a model which can be used as a sales engineering presentation to an institution rather than to attempt to sell a program because it is needed. (Morgantown)

This seminar certainly helped me in organizing a system for implementing an adult basic education in corrections program. No new ideas on adult basic education in corrections were presented, however, I believe I have a much broader base from which to function. The seminar will be extremely helpful in future assignments, I believe, because of the organization of Adult Basic Education in Corrections. (Morgantown)

I feel that the objective of the seminar was accomplished and that the results of this seminar will have a change of direction in the field of corrections. (Morgantown)

This has been an extremely worthwhile endeavor. I will look forward with a great deal of anticipation to seeing the model implemented. It has been an honor and a privilege to be involved in this very worthwhile endeavor. I sincerely hope that the model is reliable and that we are able to establish its validity. Thanks again. (Morgantown)

Everything was excellent except the length. I feel that two weeks is sufficient -- especially for a family man. (San Dimas)

Stand amazed that so much of value accomplished by individuals with such diversity of background. Rapport was excellent. (San Dimas)

Some of the time elements were rather short for the kinds of things we were trying to do. I feel good about the whole conference. Thank you. (San Dimas)

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